rade/Level: Sixth/Secondary

oncept/Activity: - Olympic Gymnastics I

bjective: The learner will be able to:

1. Demonstrate an understanding and progressively increased ability to perform at least one static flexibility and/or strength move and show all the basic body positions (tuck, pike, straddle, and layout) both on the mats and as they transfer to the apparatus.
2. Develop and perform a movement sequence for floor exercise which shows a change of level and includes each of the following three skills: one rotational movement, one inverted position and one strength/flexibility or balance movement.
3. Perform three different vaults or jumps from height or assisted by a reuther board, springboard, or minitrap which demonstrate the ability to assume some of the standard body positions in the air (a kinesthetic sense or air orientation) i.e., tuck, pike, straddle, 1/2 turn long axis, etc.
4. Using any bar (or swinging apparatus) demonstrate the ability to make a half turn at the moment of weightlessness from a hanging, swinging position.
5. Using any bar (swinging apparatus) develop a combination with a mount, a support movement, a swinging or rotational movement, and a dismount.
6. Using ropes or rings support or hold the body weight (could be inverted) for at least 10 seconds and/or perform a rotational move.
7. Select either a beam or the side horse and perform a leg cutting motion as well as two other movements which require transfer of body weight from one body to another.
8. Select and perform five of the ten static or isolated gymnastics moves which can aid attainment of body control and are transferable to apparatus events. (i.e., handstand combinations, bridges, splits, presses, leg cuts,L-seats, planches, etc.)

En Route Learnings Learning Experiences		Teach To The Objective	Monitor Learner Progress
1.1	**Can the learner demonstrate specific body positions that are used in mat work and on the apparatus event?** (e.g. tuck, pike). Demonstrate lay-out on back, straight stretch tight body.	The focus in these early learning experiences is a common understanding of terminology which forms a basic of all basic gymnastics works. It is also a time to discuss the value of gymnastics for a total physical education program (kinesthetic awareness, strength, flexibility, control and fear conquering). Discuss the advantages of gymnastics for the small, light strong, flexible person; but how the sport allows improvement for all at their own level. Learners should be aware that the prerequisite for skill acquisition are often strength and flexibility. (Teachers may want learners to preassess themselves so they can self	Does the learner perform... ...lay-out position? ...a tuck position? ...a straddle position? ...a pike position

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Can you do a lay-out on other body surfaces? tuck. pike (open and closed). straddle.	evaluate their own skill development in relation to their strength and flexibility. Early orientation to positions can help learners understand about degree of difficulty in gymnastics skill. For example, discussing the relationship between speed and the length of the radius of rotation (use the ice skating spins as an example) may help them to understand why moves are considered more difficulty in lay-out than in pike or tuck. Work for early transfer by letting learners be aware that the same body positions are used on all events and often in inverted position.	Does the learner perform the straddle and/or pike showing sufficient flexibility for subsequent use in gymnastics?
1.2 **Can the learner identify which basic body position require flexibility and/or strength?** Assume body positions on different surfaces. Discuss flexibility/ strength. Discuss need for flexibility in specific skills in gymnastics. Perform leg straddle pike stretches/ quad stretches. Discuss need for strength.	The purpose of this objective is for learners to understand why flexibility and strength are necessary to keep safe in gymnastics. Learners can assess their strong and weak areas and can use their strengths and understand their limits, while working toward improving both. The teacher can select the exercise of his/her choice. However, the need for shoulder flexibility for handstands is so paramount that it should be a focus. Work for 180 degrees line in shoulder, especially in inversion. Bridges can be used for both back and shoulder flexibility.	Does the learner perform the required flexibility warm-ups prior to participation? Does the learner know why these warm-ups are needed to improve gymnastics skill?

n Route Learnings earning Experiences	Teach To The Objective	Monitor Learner Progress
-Arm strength and shoulder a. 5-10 pushups. b. wheel barrows (5 steps). c. planches. -Abdominal curls a. partial situps. b. On back-lift hips in tuck. c. On upper back - lift legs to inverted and then over to shoulders. d. L-seats.	Being able to hold one's own body weight in gymnastics is very important to skill progression. Inadequate upper body strength limits one's ability in gymnastics. Although gymnastics helps develop this strength, a short unit often cannot meet this need. Learners will need help to focus their warmups on developing strength. It's hard work, but it will improve.	Does the learner perform sufficient upper body and abdominal exercises to increase his/her strength to support body weight?
-Back rocker (tuck straddle) to feet.	The back rocker provides orientation to the second half of any roll. From the rolling position it takes flexibility/strength to get to the feet. (rock on the back) Assure students it will be easier with speed and rolling momentum. Have student focus on keeping tight (upper torso to legs, pike position) for ease of skill. Explain why flexibility is needed.	Does the learner do a back rocker to tuck position on the feet?
-Jump from tuck position on knees to stand.		Does the learner have enough balance and transfer skill to jump to feet?
1.3 **Can the learner demonstrate a tuck, pike and straddle roll and variations of body position while performing a forward rotation and forward roll sequence ?**	Model for the learners the contrast between a strength forward roll (when learner uses the leg power to raise the center of gravity over the hips to roll) and a flexibility forward roll (when the learner stands and bends over in pike position so that the center of gravity is already almost over the base of support to roll). During all rolls have learners focus on keeping abdominals tight and the position of their legs and feet when they are inverted. Trying many variations will help this.	Does the learner perform a controlled forward rotation to the feet?

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-Lay on the back, grab knees, rock, roll to feet. -Tuck rolls (feet to feet). -Standing Pike to tuck rolls (stand). -Combinations of the above. -Lying on back in pike, rock on upswing, straddle and come to straddle stand. -Straddle rolls. -Stride rolls, coming up on one foot or to split or knee. -Develop a sequence of rolls showing at least two different body positions.	In straddle rolls particularly, have learners focus on not opening up (keeping upper torso close to thighs. The importance of pike flexibility in coming to straddle stand (especially if you lack straddle flexibility). Try enough variations so learners don't get bored with rolls. Add scales to beginning, splits to the end - full turns - jump turns. Have them develop two roll sequences and share ideas, try each other's ideas. Critique each other's flow variations.	Does the learner perform a sequence with two variations of a forward roll that flows together? Does the learner perform a sequence with two variations of a forward roll that flows together?
1.4 Can the learner demonstrate body position variations while performing a back rotation or back roll sequence?		

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-Back shoulder rolls. -Vary the beginning and ending of the shoulder roll, also the position of the legs. -Back straddle roll. -Back tucks or pikes. -Combinations and variations of the above.	Back roll sequence is harder because one must go over the head. It is also more difficult because the timing of arm push must be coordinated to getting over the head. It is an uphill roll; whereas forward rolls are downhill. Variations help repetition. But it is good to remind learners that gymnastics is a sport for "motor morons" people who like to do things many many times until they know they look and feel good to them.	Does the learner perform two variations of backward rolls in a flowing sequence?
1.5 **Can the learner perform a sequence with a forward or backward rotational movement and a static flexibility or strength balance move?**		Does the learner perform either a compulsory sequence of forward/ backward rolls and a balance/ strength/flexibility move or does the learner demonstrate one they have developed themselves?
-Provide two examples and let learners choose one of the two or develop their own.	Ex. Scale, stride - pike forward roll to two feet, second roll begins in tuck goes to straddle, then to straddle stand.	

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1.6 **Can the learner demonstrate tuck, pike and straddle while performing a headstand?** -Tripods. -Squat (tuck) headstands to tuck held over center of gravity. -Straddle. -Pike (hardiest due to legs being at right angles to body and hips).	The headstand balance is not nearly as important an objective as gaining an inverted orientation to the tuck, pike, straddle and layout. The position of getting the center of gravity (hips) over the head while controlling the legs in tuck, pike and straddle is a helpful prerequisite to performing these skills with the handstand and later on in a variety of events. In the early orientation, have a spotter place the knee against the back and align the hips, guiding the leg action by verbal feedback or manual assistance. As the learners progress, they can move to the balance. Practice and control going both up and down is essential, and helpful to the abdominal control they will continually need in gymnastics. Have them focus on keeping the stomach tight.	Does the learner demonstrate knowledge of where his body parts are in relation to each other when inverted?
-Choose the body position they want to move to balance. -Once in balance try to assume a stride and return to balance.	Teachers may want to intersperse head balances and rolls to have half the group do rolls the other half balances. One does not have to precede the other.	Does the learner demonstrate the ability to show several basic body positions in assuming a headstand balance (an inverted position)?
2.1 **Can the learner perform three rotational movements?**	Rotational movements form one of the basis of all gymnastics movements. Learners need to understand that rotation can occur around three different axes. The focus of this objective is greater kinesthetic awareness.	

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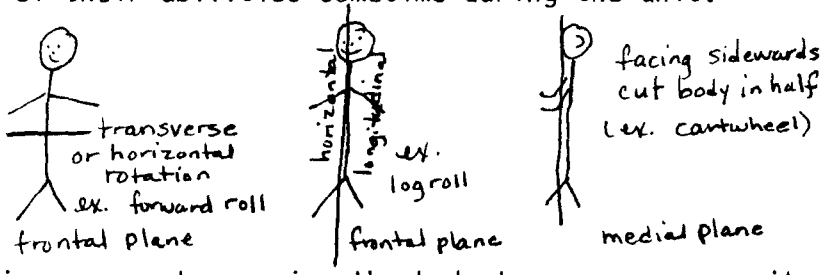
Tranverse rotations -rolls - forward back. -Forward and backward and variations. *Talk about handstand forward roll and somies walkovers, etc.	Learners may not be ready to do some of the transverse axis rotations, but it is good to stimulate their goals by showing them and trying the ones suitable for them in terms of their abilities sometime during the unit.  	Does the learner perform a transverse rotational gymnastics skill?
Longitudinal rotations -Size rolls. -Log rolls. -1/2 turn and full turn in air (jump turns). -Pivot turns. -One leg turns - pirouette. -Swing turns. -Wolf turns (Russian turns). -Tour jete.	Twisting movements require the body to move as one unit. This requires much body control and practice. The skills listed here provide an array of longitudinal rotations that can be used for floor and beam sequences and are also transferred to the apparatus events both directly and indirectly.	Does the learner perform a longitudinal axis rotation on the ground and in the air?
Medial rotations -Egg rolls (tuck or straddle). -Baby cartwheels. -Cartwheels.	There are few medial rotations. The cartwheel is the best example, but most students can do egg rolls. Teach the egg roll directly, if students can do cartwheels they may do so. It is best however, to teach handstands prior to cartwheels.	Does the learner perform a medial rotation?

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2.2	**Can the learner perform an inverted movement? (Cartwheel or hand-stand combinations variations.)**	The core of much gymnastics work is the handstand movement. It is done on every piece of apparatus except side horse, and it is crucial. Gymnasts spend hours and years becoming proficient at this move. It is dependent on supporting one's body weight, control, and upside-down awareness. A key to good balance is flexibility in the shoulder joint, tight abdominals and stretch (stretch as tall as you can).	
	Review handstand.	The handstand can be taught with spotters if students have not learned to accept body weight in inverted position. When teaching handstands, it is always better to under balance until learners are comfortable on their hands. Have them learn the escapes at the same time they learn handstand, particularly the cartwheel out which occurs as a result of pushing harder off one hand and shoulder and making a quarter turn. Initially learners tend to pick up the hand rather than pushing off of it.	
	Teach handstand.		
	Handstand variations and escape.		
		In the early stages of learning have the learners place the hands on the floor and then kick up. This allows them to become more consistent in knowing how much force (drive) from the legs to use. Have learners focus on getting the hips up first. By the end of the unit they should be able to go from a scale to the handstand without breaking body line in waist or shoulder.	
	Cartwheels.	After handstand, teach side handstand or the first half of the cartwheel. At the same time you can begin work on "baby cartwheels" so they begin to get the feel and orientation of the cartwheel rhythm. Side hand (1) start from a lunge position on preferred side. (2) kick and push to get hips over hands. The side handstand is harder than a cartwheel, but often helps provide orientation for learners who have difficulty. Teach the spotting as you teach the skill. Students get stronger from spotting too.	

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Jump or Press Handstand.	For most students the jump press straddle handstand is the easiest. The hips are higher to begin with and this makes the move easier. After they are comfortable with the orientation and have good body control and never unlock the elbows in handstand you can have them practice on the wall. Learners can do 3 to 5 jump presses daily - both taking legs up and controlling them down. They should keep a neutral head position. The leg action is the same as the headstand. Eventually as learners get stronger in lower back and abdominals they will be able to press (lift) the legs and not have to jump.	Does the learner perform an exact inverted balance position (i.e., handstand or cartwheel) and show flow and control by returning safely to the feet in three out of five trials?
Handstand Forward rolls.	Try the presses in tucks and pikes as well. Move to handstand forward roll and variations as learners are ready.	
2.3 **Can the learner perform one flexibility, strength or balance movement?** -Any of the following static moves can be practiced on a single mat. Split Straddle stand Handstand and variations -) Handstand pirouettes (1/2)	The flexibility, strength and balance movements suggested are the same static or isolated gymnastics skills presented in Objective 8. A few of these skills should be taught each lesson as part of warm-ups or as individuals are ready. Since they can be practiced in isolation to gain body and management skills they are to be continually practiced in partners when learners are waiting for apparatus or at other times. The most important one to be stressed is control of the handstand. Challenge the class to see how many students in the class can get to perform three second handstands. Form the "I am all right, the world's upside down" club--for those who balance for three seconds. Post names on board. Use whatever motivational methods that help to get students practicing handstands - an average of 15 tries per class would not be too many. Waiting in line should be replaced by practicing handstands during this unit.	

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Jump or press handstands L or V seat holds Planches Scales Russian leg cuts Leaps showing amplitude flexibility		
2.4 **Can the learner create a continuous floor pass sequence which includes a rotation, an inverted position and a strength, flexibility or balance move?**	The focus of this experience is combining and sequencing skills. Learners vary in their willingness to create their own sequence, however it is better if you help them problem solve. First decide what skills they can do, then how will they combine them. Creating the sequence allows them to capitalize on their strengths and avoid weaknesses while still requiring the acquisition of basic gymnastics concepts. For example, scale (handstand) forward roll in stride position to one leg directly to cartwheel - glissade (slides) to a full turn back roll (to split, leg cuts).	Does the learner show good control and technique of each of the individual moves?
Teach one simple compulsory pass which combines the above (40' long).		Does the learner create and perform a continuous pass including a rotation, inverted position, and static strength, flexibility or balance position?
Create and practice their own sequence.		Does it show good transistion?
When sequence shows flow, teach it to another student.	Sharing in partners or small groups is a good activity providing variety in moves and leadership skills.	Does it have a beginning and end?
Try adapting a sequence to flow to a specified piece of music.	Music may allow learners to feel less self conscious. It may help by providing an outside timing or locus of control. The musical phrase should be selected by the teacher in early learning stages - it should be constant or repetitious so learners can repeat the sequence again and again. It should also provide variety in tempo (slow and fast) and be soothing enough so that a whole class can tolerate it for several weeks.	

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3.1 Can the learner demonstrate the basic body positions in the air? From a jump height (4 ft.) assume tuck, pike, straddle and land in control. Using an assisted jump (from reuther board, spring board, etc.) Practice takeoff. Practice hurdles onto board. Take-off and straight (jump). 1/2 turn long axis full. Tuck, pike, straddle, stag positions in air.	The focus in this objective is to get learners to be able to perform the basic body positions in the air. The experiences improve their kinesthetic awareness. The jumps listed are often performed as beginning dismounts from the beam or off the vaulting box. Control in air and on landing is essential. These basic jumps can be taught on a trampoline, as well. Heavy students may find learning them on the tramp is much easier. If the trampoline is used wisely for only the basic jump, it is an asset rather than a liability to improved gymnastics skills. Your district policy and own comfort with the apparatus will be the deciding factors. Take-offs vary with the type of equipment. Help learners focus on how to use the take-off board and why. Hurdles for reuther boards are very different than spring boards, diving boards or mini tramps. Hurdles are learned in conjunction with the jumps. Learning to hurdle correctly onto the board and take-off into air to land on a mat often takes many repetitions. Once the arms, legs and hurdle and take-off are mastered, learners can practice the basic jumps into the air. Design a game or cooperative partner activity to stimulate practice of a simple but vital basic gymnastics skill, the hurdle, take-off and basic jumps in the air.	Does the learner assume three different basic body positions in the air from a jump? Does the learner perform a hurdle and take-off from the board? Does the learner perform three different jumps from the board?

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Standing on the board, do a standing vault. Teach spotting. Vault to knees (courage vault review tuck jump to feet on floor.) Vault to feet (tuck) stand and practice air orientation jumps (tuck, pike, stag, etc.) Standing squat through. Jump from board to straddle on - (teach spotting).	Placing an obstacle in the pathway of a learner usually causes regression. Therefore have the board close to horse and practice standing vaults so that learners know the obstacles are not really obstacles. Learners should focus on pushing down on the horse and allowing legs to get into correct basic body positions. Teach basic spotting for all vaults as well as vaults that require specific spotting. Catching feet and toes while vaulting is a common accident so spotters should be alert. If a 12" crash pad is available use it behind the horse.	Does the learner vault onto the side horse? Does the learner jump into the air from the side horse and assume a tuck/pike/straddle? Does the learner perform a standing squat through?
3.2 **Can the learner perform three of the basic vaults from a board to a controlled landing?** -Squat (tuck). -Flank. -Wolf (1 leg squat, 1 leg straddle). -Straddle. -Rear.	Have learners focus on both body position and "blocking". Learners should have minimal time contact with the horse, fast on-fast off. After the block, have learners focus on assuming the body position and then stretching before landing. Land in control.	Does the learner "block" from the horse so the the body rises off the vaulting horse? Does the learner perform three of the basic vaults correctly?

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3.3 **Can the learner perform a face vault which shows a degree of pre-flight extention?** Without horse have learners practice getting hands up early and "hollow-out" position with spotters. Same onto a crash pad, hollow-out and squeeze gluteals to raise legs, then land on crash pad in side handstand and fall-out/or go to feet. Try onto side horse spotters in pre-flight position.	Allow learners who have comfortable mastery of their vaults to begin to explore pre-flight position. Since the run, take-off angle and pre-flight position determine what happens to the rest of the vault. Learners need constant repetition of the pre-flight phase. Learners will usually enjoy practicing this stretch in air position before hand contact on a four foot crash pad. Do not teach this activity to the entire class, but when 4 or 5 are ready, do provide the individualization for them to work on it, while others work at mastering the beginning vaults. Throughout the learning of pre-flight provide spotters so learners learn to reach over the heads of spotters to the mats. Continue to increase the length between reuther board and crash pad as learners get more proficient. Provide models, film loops, etc. to help learners understand the objective.	Does the learner perform a face vault... ...without pre-flight? ...with some degree of pre-flight?
4.1 **Can the learner jump to a bar and underswing (back and forth)?** -In layout position -In layout (legs tucked). Try an underswing in straddle (piked at waist).	The focus of these learning experiences is to reacquaint students to their earlier hanging and swinging which was done on playground equipment or monkey bars. It is also to help them have kinesthetic awareness on events with bars on which the predominate movements are swinging in and out of balance with control. Swinging will also increase upper body strength. For safety, all rings should be removed, other jewelry too. Chalk may need to be used on the hands to keep from slipping. A smaller bar the diameter of a horizontal bar is easiest at first, although a single parallel bar will work.	Does the learner perform an underswinging from hang in two of the three positions for 5 - 10 seconds or at least three swings of the pendulum arc?

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-Try an underswing in pike position.		Does the learner swing for 5-10 seconds?
On P bars can the learner swing from the shoulders in one unit?	Swinging from the shoulders on the P bars, the learner should not pike at the waist, except to get started. The body should be extended (layout) from shoulders to toes.	
4.2 **Can the learner swing in an inverted position?** Skin the cat to an upside down position. Balance the pendulum. Swing in the tuck position. Swing in an upside down pike position.	Inverted swings have little real swing but learners should feel the pressure moving from heels of hands toward fingers. Focus on gaining balance in a tuck or pike position then create a small swing movement. Learners Learners should concentrate on good control.	Does the learner move from a hang swing to an inverted swing in balance?
4.3 **Can the learner perform a beat swing in layout?** Gain momentum by piking and hyper-extending. Release the bar safety at the top of the upswing.	In this experience learners develop the ability to create and control the swing. They learn how to work with the bar and their body to release on either end of the upswing. Usually learners prefer to release on the forward swing but some prefer the back swing. Practice both under-swinging and feeling swing for it will be essential for more complex movement like uprises and kips. Make a point of positive feedback within the simple skills. Control and confidence are essential to succeed in the gymnastics progression.	Does the learner release the bar at the top of the upswing and land in control?

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	On P bars, can the learner swing in support from the shoulders and on upswing, swing the legs over the bar and dismount.	Have learners practice 1/2 turns until each turns increase the momentum and swing - a very free swing. Have learners try to figure out what motions increase the swing and what movements decrease it. Discuss again the length of the radius of rotation and ratings of degree of difficulty in gymnastics. Work toward perfection on these simple skills.	
	Make a series of half turns. Try the same movement with the legs tucked. Try the same in pike or straddle. After turn, change the second hand. Use any body position to swing and turn.		Does the learner make a half turn at the moment of weightlessness for at least three consecutive half turns?
4.5	**Can the learner place the soles of the feet on the bar and swing?** (optional) After first hand has changed direction, change the other hand.	This objective allows for individualization for students who seem to have swinging in good control. It is not a requirement of the learning objective, but allows for more advanced students to continue in progression. Emphasize early for learners to take gymnastics skill progression at own pace, based on natural ability, prerequisite strength, flexibility and past experience.	Does the learner swing in an inverted sole circle for at least two swings? Does the learner swing in an inverted sole circle and make a half turn to glide - (L pike swing)?

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5.1 **Can the learner select and perform a beginning mount on the bars.** Provide two or three choices depending on the kind of bars available. Jump to hang. Jump to support. Jump to swing. Jump to swing, straddle over. Cast to swing.	Establish the requirement for mounts and dismounts on all gymnastics events and the knowledge that penalties are incurred for ommission. Model some examples appropriate to the bar, or provide other kinds of visual examples. Gymnasts, divers, karate, etc. (any sport with judges) always address them, stand poised for a few seconds and then mount or begin routine.	Does the learner perform an attention position and then perform a simple mount?
5.2 **Can the learner select a way to get to support, if appropriate as a beginning skill on the event?** Layout front support. Stride supports. Rear supports. Straddle supports.	If the event is unevens or parallel bars then support movement would be appropriate for a beginner. Rings have an unstable base and it may not be appropriate for a beginner to support, unless the rings are lowered. Horizontal bar supports are seldom seen, except preceding beginning moves. However for a horizontal bar, or one bar of the unevens it is appropriate to lower bar to get support in order to practice beginning rotational movements (i.e., kick over, roll-overs, in control, hip circles, knee and stride circles with leg protected).	Does the learner perform a support position using correct technique?

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5.3 **Can the learner perform a rotational movement on the bar?** Transverse axis from front support roll over the bar (forward roll). From standing or hanging, skin the cat. Hang in pike over the bar like a dead fish and roll up into support. Kick over a bar or pullup over a bar. Knee circles. Mill circles (stride). Back Hip circles Front Hip circle	Swinging and rotation are the key components of bar work, and rings. Have learners master control of simple rotations back and forward with control and from support and/or hang under bar or apparatus. Kick over and pull over should proceed other circles. Although the knee and mill circles are the simpler circles, it is important that students have leg protection if possible. No learner likes to repeat movements that cause pain for many times. Back hip circles are easy to spot and most learners can get them with assistance. Have students focus on keeping the bar tight to the body on most circling (rotational movements) especially on the upswing when they are working against gravity. On the downswing they will want to increase speed and force by lengthening the body and working with gravity. **Keep the bar close or on the body as to increase control and speed.**	Does the learner perform at least one rotational movement on the transverse axis while working on or below the bar?
Longitudinal Axis 1/2 turn on the longitudinal axis any position.	Longitudinal turns have been covered separately in the previous objective. (Objective 4)	Does the learner perform a rotational movement on or from the bar?
Medial axis turn around one arm as focus in straddle, stride straddle. or try inverted.	Rotating around the medial axis is not specifically important in most bar events, however, experience with trying movements increases kinesthesis.	

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5.4 **Can the learner select and perform a simple dismount?** Provide 3-5 examples. From support: jump off (in varying body position or 1/4 turn.) Forward roll off. Cast off to a stand. Flank vault off. From hanging: underswing off (1/2 turn in varying positions. Skin the cat off. Sole circle off.	Model several choices of simple dismounts. Allow learners to try them and then select one to perfect. Dismounts require controlled landings and learners should understand that criteria is true in all gymnastics events. The samples suggested here are only a very few and learners can create their own.	Does the learner perform a dismount to a controlled landing and attention position?
5.5 **Can the learner select and perform a short sequence on the bar that includes a mount, support (if appropriate) rotational or swinging movement and a dismount?** Practice the sequence. Work on transistions and have a partner critique.	Sequences should vary with the individual's strength and ability level. Try to emphasize doing what one chooses well. The importance objective here is combining moves, not the difficulty of the moves. If learners have difficulty with sequences problem solve with them in small groups. Select the moves and see if you can get them to combine well, adapt and change the moves or order in sequence. Have one partner teach sequence to another partner, if possible. There can and will be great variety in sequences. If learners are not ready to advance to creating; have them choose between this optional kind of exercise and a compulsory sequence. Explain why both are required of good gymnasts. How short a sequence can one make? how long?	Does the learner perform an optional sequence including a mount, support, rotational movement and dismount?

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Try to get continuity and flow. Do what you do with amplitude and flair.		Does the learner perform a compulsory or optional sequence with continuity and flow?
6.1 Can the learner support or hold his/her body weight on an unstable base (like ropes or rings) for 10 sec.? On ropes, can the learner climb hand-over-hand for 3 to 5 times or ten seconds?	The focus of these learning experiences is both to increase strength and to adjust to unstable bases for support and swings. Rings is the event which requires the greatest strength, but also requires swing and press to inverted handstand. Learners should know event requirements so they gain some sense of how complex and difficult some gymnastics events can be. Rope activities provide variety to gymnastics events and can also aid in orientation. They were once a gymnastic meet event, but now serve mainly as a source of increasing upper body strength and providing kinesthetic awareness.	
Hold body in inverted position (tuck or layout) for five seconds. Hold weight in both inverted and regular straddle position.	Stress control and holding body line in all movements.	Does the learner support or hold the body weight in any position for ten seconds on the rope or rings?
On rings jump to support. Using false grip, muscle up to support position hang in layout, tuck, pike inverted position.	The muscle up technique is aided by a false grip (PEH 187). In early experiences lower the rings and place a crash pad below the rings. Have student lifted or stand on chair to get to support. Holding the support on an unstable base is necessary before a muscle up. Learners should keep elbows in and press hands and rings to their side.	Does the learner show a support position on the rings, if rings are available? Does the learner support or hold the body in any position for 10 seconds on the rope or rings

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6.2 **Can the learner perform a rotational movement above or below the rings, or while holding the rope(s)?**	Rotation on rings and ropes are similar to other events. Learners focus on control and body management as on other events. The one difference is the unstable (swinging) nature of the apparatus, otherwise learners should find success at rotation activities with only minor adjustments from other prices of apparatus.	
Skin the cat and return.		
Try rotation in all body position.		
Show control and slow movement.		
In rotation, try to balance and change from one body position to another.		
7.1 **Can the learner perform a leg cutting motion on side horse (PEH 185) or on the beam or another event?**	Transfer or shift of body weight on the hands is common to gymnastics. The single leg cut can be done from support or from hang depending on the apparatus. Sometimes leg cuts and return of hand create fear. The leg cut on the horse is fairly easy and less threatening, than single or double leg cuts above and below the parallel bar, horizontal or unevens and rings.	Does the learner perform a single leg cut in two out of three trials?
Swing over and around end of horse or beam - straddle around hands.		
In support (or from stand) legs below arms, shift weight to hand on opposite side of cut, remove other hand as you swing or cut leg over. Replace hand.	Side horse cuts improves abdominal strength, balance and rhythm. The kinesthetic feeling for leg cuts can be accomplished by doing them on the floor. In wolf position, swing the leg around and remove and replace one hand as the leg comes around.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
7.2 Can the learner perform two additional skills on the side horse or beam to make a sequence on the event (PEH 185, 194)?	**Focus should be on creating a sequence, emphasize transferring from other events skills that learners may have previously done on floor to beam, while learning the unique pommel horse skills. Of all the events side horse is least like any of the others; it requires little daring, but much persistence.**	
All the skills learned on the floor can be done on the beam.		
Provide sample mounts and dismounts. (a) straddle, leg-cuts on side or end. (b) vaulting mounts. (c) dismount jumps using the standard basic body position in air.	In balance beam if students feel unable to create a one pass (on trip down the beam and turn) provide a simple compulsory or use the most basic USFG compulsory or choose one pass. If mats are placed well and students are doing skills within their ability range, little spotting should be required on beam. Provide lines and low beams for practice of passes.	Does the learner perform a three skill sequence with fluidity on the side horse? or does the learner perform a one pass routine sequence on the beam including a mount, turn, dismount and locomotor moves showing weight transfer?
Review longitudinal turns for beam.	See objective 2.1 for some turns.	
Choose two locomotor moves for beam.	Examples includes: walks, runs, dip-steps, step-hops and skips as well as dance combinations.	
Side horse progression can be very tedious (PEH 185-186).	Any three move sequence will demonstrate a minimal proficiency on the event. Spotting is usually not necessary on side horse.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Leg cuts (rhythmical). Full leg circle. 1/2 scissors. Flank dismount.		
8.1 **Can the learner perform five out of ten basic static or isolated gymnastics skills?** 1. Straddle stand, or sit (closing head to legs.) 2. Bridges. 3. Side splits - both legs or pike position head to knees. 4. Russian leg cuts - a sequence of three leg cuts and three full circles. 5. False planche - to planche (held three seconds). 6. Raised L or V seat (held three seconds).	These gymnastics skills can be practiced on single mats set up to reduce lines and improve practice time at each event. The skills can be introduced two at a time. Each class or student can be given a handout, or have pictures on walls. Given the nature of these skills there should never be any learner standing around in gymnastics. If you have difficulty focusing learners have them record everything they do and set up participation criteria. Encourage learners to choose one skill from each of three categories: flexibility, strength, balance. Assume wolf positions (one leg squat/one leg straddle) and perform leg cut by swinging extended leg in full circle around body (medial axis) and cutting the squat leg over extended leg.	Does the learner demonstrate the ability to focus on practicing the static skills at least fifteen practice trials per lesson?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
7. Handstand - layout (held three seconds).		
8. Handstand variations of legs - stride, straddle, wolf, squat. 9. Handstand pirouette (1/4 turn to 1/2 turn).	It is often helpful to have learners spend a few minutes thinking like judges. Have them decide what criteria would a partner use to decide whether the learner could perform the skills. For example, is it realistic for a student to do do a side split in a four week unit? Design an activity or check list where partners check each other with criteria for each skill.	Does the learner select and perform five of the ten basic static gymnastics skills?
10. Jump or press handstand (tuck or straddle) up to handstand and down in control with spotter allowed.		

SELF DEFENSE

Self defense is a combination of physical psychological, intellectual and social skills necessary to: (1) avoid potential danger (2) have an "edge" in an emergency situation/confrontation (3) react and act appropriately in the event of an emergency.

Note: **Due to the unique nature of this topic, it is important to have a class discussion at the start of the unit on self defense. Key points to include are that self defense is an attitude:**

(a) I have the right to live in safety.
(b) No one has the right to do one physical (or psychological) harm .
(c) It is my responsibility to make safe choices whenever possible.
(d) It is my responsibility to seek all help available if I become a victim.

Self defense is NOT learning "how to fight" - but is about how to AVOID trouble. ("There is no loser in a non-fight"- Tae Kwon Do Gran Master Duk Sung Son).

Violence is a serious problem in today's society. "A person skilled in self defense should have a keen sense of respect for others and should work hard to decrease the amount of violence found in any community." (Physical Education & Sport for the Secondary Student-Ch. 14).

Physical self defense skills require a tremendous amount of training and practice in order to be effective. Students studying self defense must NOT get a "false sense of security." Black Belt Martial Artists agree that the greatest self defense technique is "don't be there - AVOID the danger/confrontation! Students must be willing and prepared to walk or run from a potentially dangerous situation - even if it is tough on the ego.

Students must know their "rights and responsibilities" in certain situations. Most schools have written policies. Students must know how to protect their rights (assertiveness) in a safe and appropriate manner. Students need to discuss "what if" situations. School counselors and principals, along with law enforcement representatives, can be very helpful with this lesson.

Teachers presenting this unit must be prepared to handle sensitive topics such as rape. Request specific training from counselors, law enforcements and/or rape crisis specialists. These experts can come to your class to assist in presenting material. Teachers must also be clear on school board policies regarding certain topics. Discuss in advance, the need for mature behavior of class members.

Help students to know where to turn for help. Create and distribute a list of community resources available to students and their families. Your school counselor will be an important resource.

If enlisting the help of martial artists look for the following qualities:

(a) non-violent orientation
(b) positive teaching technique
(c) affiliation with recognized organizations
(d) prevention-minded (rather than reactive)
(e) non commercial motive for involvement

Key References:

Reston Virginia: AAHPERD

Physical Education & Sport for the Secondary School Student, Chapter 14.

The Art of Tae Kwon Do - Korean Karate, Duk Sung Son.

World Tae Kwon Do Association - S.E. Regional Division - John E. Emmel, MD, 4th Degree Black Belt, Director.

ade/Level: Secondary (7-12)

ɔncept/Activity: Self Defense

ɔjectives: The learner will define self defense and distinguish between appropriate and inappropriate action-reaction.

1. Define self defense.
2. Demonstrate safe behaviors to avoid danger/confrontation.
3. Identify ten vulnerable body parts, natural self defense techniques and everyday items for self defense.
4. Know what to do if victimized - how to be an effective witness.
5. Identify five helping persons/resources.
6. Demonstrate adequate endurance, speed and flexibility to be able to break away/get away.
7. Be able to carry out three effective releases from a variety of attacker holds.

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
1	**Can the learner define self defense?** Combination of physical, psychological, intellectual and social skills to: 1) Avoid potential danger. 2) Protect oneself from physical harm in an unavoidable confrontation. 3) React calmly in an emergency. Seek help promptly. 4) Be a good witness to assist law enforcement.	Have students brainstorm what comes to mind when they hear "self defense". List ideas on board. Discuss and reinforce accurate descriptions. End with one summary definition.	Does the learner give correct definition when questioned (written or oral quiz)?
2	**Can the learner identify misconceptions of self defense?**	In reviewing ideas selected by students, have students "weed out" inappropriate concepts.	Does the learn make distinctions between defense and attack. Does the learner express appropriate non-violent orientation?

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.3	**What are five levels of self-defense?** 1. "Don't be there" (Avoid trouble-developing situation) BE ALERT! 2. If there - ask politely to leave. 3. If not permitted to leave - physically move. 4. If restrained - "bargain"...go to the bathroom - vomit. 5. If attacked--block--counter attack & run for help. Must be ALL OUT - can't hold back.	Have students role play situations - at each level. Stress importance of avoiding potentially dangerous locations or situations. Be alert to developing situation. Point out where to go for help. Localize for various neighborhoods. Students may work in groups to act out various levels. Videotape good examples for replay later/reinforcement. (Review at end of unit).	Does the student demonstrate appropriate problem solving/conflict solution skills in role-play or written test situations?
2.1	**Can the learner demonstrate/describe five safe behaviors-prevention techniques?** -buddy system, never walk alone -refuse rides...don't be fooled by someone asking for directions, etc. -home safety...lock doors, never let anyone in, don't give info on phone. "How To Be Your Own Best Hero-Better Safe Than Sorry". (Program from Winthrop College) -if you see a developing situation, avoid it, get to safety - call for help for others.	Have students work in groups to role play dangerous situations with safe response/unsafe response. **Note**- Include school counselor-let activities to increase student self esteem. Students with good self esteem are more likely to make healthy choices. Also - less likely to have to "fight" to prove oneself.	Does the learner demonstrate awareness of developing danger when presented with situations? (written or practical)

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2 **Can the learner demonstrate use of safety circle?** -imaginary circle at least length of adults arm-encircling student. Circle moves with you. -decide who you permit <u>inside</u> safety circle.	Have students work with partners-walking-running-keeping a safety circle distance from partner and others. Moving around gym very helpful. Set timer and/or play music to encourage random movement. Discuss who/when you permit someone in safety circle.	Does the learner demonstrate ability to utilize safe distancing in practical circumstances?
.3 **Can the learner apply safety circle principle to social situations-football games, etc.?** -Sometimes you must <u>share</u> this space. Still must remain alert. Example-football game		
.1 **Can the learner identify ten vulnerable body parts?** (p. 204, Phys. Ed. and Sports for Secondary School Students) Temples, eyes, bridge and tip of nose, chin, Adam's apple, collarbone, armpit, heart, solar plexus, under last rib, stomach, groin, inside edge of thigh, kneecap, side of knee, shins, instep, ear, base of skull, back of neck, under shoulder blade, small of back, kidney's, elbows, tailbone, wrists.	Have students work in pairs- brainstorm and list vulnerable parts. Present ideas to class. Compile list---limit to more correct responses (28 listed) handout list. Work in pairs to role play <u>without</u> <u>pain</u> different attacks to vulnerable parts. Conduct follow-up group discussion about what works-what doesn't.	Does the learner identify at least <u>ten</u> vulnerable body parts when questioned in writing or during practical exam?

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.2	**Can the learner demonstrate "natural" self defense techniques?** a) *screaming* b) kicking/stomping c) biting d) *scratching/hitting*	***Note** - Any counter-attack must be precisely and fiercely applied to be effective. These techniques are used to buy time to escape. Working in pairs, have students develop and practice at least 2 natural defenses. Have students volunteer to demonstrate action--forcing effect on vulnerable part of body. ***Note** - emphasis - practice must be done <u>safely</u>. Contact must be <u>controlled</u> - "simulated."	Does the learner readily demonstrate natural defenses - either with partner or written on quiz?
3.3	**Can the learner use every day items as self defense tools?** a) keys b) ballpoint pen c) magazine rolled up	Utilizing list of vulnerable body parts have students come up with defensive techniques using every day items. Practice moves with partner.	
3.4	**Can the learner execute swift strong defensive moves?** 1) kicks - front instep & side heel 2) knee - to groin 3) elbow - ribs, head 4) hand smash - face, nose 5) ridge - knife hand blows **Warning:** Start slowly - work up speed after student is used to technique. Work on accuracy and control - first.	Demonstrate correct form for each item. **Note**-kicks do not have to look like those "in the movies". **Low** kicks to groin-knee-shin area are most effective. Have students practice each move in lines. A minimum of ten kicks/hits each side. (Good daily warm-up activity).	Can the learner demonstrate proper kick, punch and jab technique? (Speed-Accuracy)

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
1	**Can the learner identify steps to take following an assault/emergency?** 1) identify assailant 2) do not bathe 3) do not change clothes 4) call police/rape crisis 5) describe location 6) where assailant went	Have students brainstorm ideas - set up situations (can work in small groups). Present steps to take following sexual assault (guest--rape crisis/law enforcement).	Does the learner know what to do following an assault-written or oral quiz.
2	**Can the learner demonstrate keen witness skills to help identification by law enforcement officials?** Distinguishing marks, size, characteristics, mannerisms, hair, eyes, clothes, direction, etc.	Have "stranger" enter classroom/gym on cue. Stranger walks around and then leaves. Have students list what they observed--have "stranger" return to check on accuracy. Utilize law enforcement guest speaker.	Does the learner demonstrate good witness skills in practical situation? (written test-label key points)
.1	**Can the learner names (5) types of help available?** 1) law enforcement 2) rape crisis 3) school administration 4) school counselor 5) doctor 6) minister 7) parent/parent of friend 8) mental health center 9) teacher	Have students brainstorm ideas for resources. Make a list on blackboard or poster. (list #1)	Does the learner identify at least five realistic helping resources when surveyed on written quiz or in oral discussion?

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
5.2	**Can the learner name qualities desired in helping resource?** 1) supportive 2) accurate information 3) non-judgmental 4) confidential 5) appropriate in action/motive 6) objective 7) mature	Have students brainstorm qualities wanted in resource person. (list #2) Have students go back through original list #1 and evaluate each suggested person/resource based on desired qualities.	
5.3	**Does the learner have an accurate list of resources to contact?**	(Encourage students to use friends for support but not help--Adult is needed) Hand-out list of resource names-phone numbers	
5.1	**Does the learner demonstrate adequate endurance and strength to break away and get away?** (Speed - endurance matter of life and death)	As part of the overall fitness program - student should be training to increase endurance and strength. Have the student participate in walking/jogging program as warm-up to self defense lessons. Include circuit training for strength.	Does the student complete a one mile walk/run in less than 14:59 (or other target time)? Can the student do chinups - pushups?
.2	**Does the learner have adequate flexibility to move quickly without injury?**	As part of the overall fitness program - have students include exercises to increase flexibility. Teach correct stretching techniques - provide hand-out for home use.	Does the student achieve a better than average sit-and-reach score? Does the student include safe stretching techniques in personal exercise program?

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
1	**Can the learner execute a single hand release?** Left hand ---- Left hand Left ----- Right Right ----- Right Left ----- Left	Have students work in pairs to practice breaking out of a hold - where attacker has grabbed the person on the wrist. Defender must pull and twist toward the attacker's thumb--weakest point of the hold. Have students practice being held by either hand. Practice with partners of various sizes.	Does the learner demonstrate correct form and technique for the single hand release?
.2	**Can the learner execute a double hand hold release?**	Practice in pairs. Execute single release. Execute simultaneous release. Have partner gradually increase resistance.	Does the learner demonstrate correct form and technique for double-hand release with variations?
.3	**Can the learner break from "bearhug" hold? (Prevents victim from moving away from the attacker and limits choices of blows).** 1) front hold (facing) 2) back hold	Have students work in pairs - one defender will try to break away from front bearhug (facing attacker) - using kicks/hits (groin-knee-shin-throat smash). Have students practice holding from behind. (Kick to shin, stamping on instep, stepping to side and striking groin). Drop-turn-elbow to ribs. (Run Away!!----Get Help!!)	Can the learner demonstrate a variety of release strategies from both front and back held position?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
'.4 **Can the learner do follow-up move to disable attacker?** kick-hit-jab butt head into attacker's face pinch inside of thigh ***Note**: Remind students to AVOID being close enough to be grabbed or held.	Have students work in pairs to practice breaking to out of choke holds. Warn about danger -- practice with light hold. Repeat techniques many times to get "natural" correct reaction.	Can the learner demonstrate correct technique and fast reaction time when attacker attempts choke hold from front and back?
'.5 **Can the learner break out of a choke hold? (2 hands from front)** 1) Drive arms up between attacker's arms. 2) Immediately - smash clasped hands over the bridge of the attacker's nose (or use another striking or kicking movement to disable attacker).		
'.5a **(2 arms) From back** 1) Tuck chin in chest immediately to take pressure off the throat. 2) Drop - twist torso - deliver elbow to ribs.		

TRACK AND FIELD

This unit is an extention of the Body Management or Educational Gymnastics movement content. One of the things that interest learners about track an field is that each event is different. When planning for and conducting track and field activities plan for maximum participation. Avoid having learners standing, waiting and watching. Most of the events can be taught in mass drill during the early learning experiences. As mastery is obtained, the learners can practice the events in a station teaching arrangement. Learners can be grouped and rotated from station to station. The critical thing to remember is to organized the class for maximum participation with minimum waiting. Some examples of ways to increase participation are:

(1) Practice starts where learners run to a finishing line 25 feet away.

(2) All learners can practice standing long jumps and first stages of running long jumps from lines marked off on the field.

(3) Learners can be placed in rows with three to four in a row to practice hurdling. Ropes could be placed on the ground twenty feet apart (three for each row).

The instructional area must be safe for the learners to practice. The learning environment must be free of all hazardous material: rocks, glass, poles, etc. The ground should be level to avoid tripping and falling. The event areas should be clearly marked and designed in such a way that minimizes the risk of injury. For example:

(1) The softball throw and shot should be placed in an area where the throws are made away from other participants.

(2) The running long jump pit should consist of soft sand or sawdust and be large enough to accommodate the event.

(3) Hurdles should be designed to come down when learners hit them to prevent the learners from falling.

(4) Learners should wear the proper shoes and never participate in bare feet.

(5) A 220 yard track can be marked off using a straight away 99 foot long with the turns being an 84 foot radius. Al measurements are for inside lane.

Most learners will enjoy the scope and diversity of the track and field unit. Many will find an area in the unit in which they will have success. A culminating interclass track and field meet lends an individual and team competitive element to the unit that may learners will find meaningful. Incorporating Olympic history and resources from the United States Olympic Academy (USOC) in Colorado Springs, Colorado may heighten interest in this unit.

Key References

Walker, LeRoy and D'Annolfo, S. *Track and Field in Physical Education and Sport for the Secondary Student*. Reston, VA: AAHPERD, 1983. pp. 321 -343.

Powell, John. *Track and Field Fundamentals for Teacher and Coach*. Stipes Publishing Co.: Champaign, IL, 1971.

Bush, J. *Dynamic Track and Field*. Boston: Allyn and Bacon, 1978.

National Federation of State H.S. Athletic Assoc. *Track and Field Rules* (currented) Kansas City.

Grade/Level: Sixth/ Secondary

Concept/Activity: Track and Field

Objectives: The learner will be able to:

1. Demonstrate correct running technique when running and sprinting.
2. Demonstrate proper hurdle technique when running at least a flight of these hurdles.
3. Demonstrate a correct standing long jump four out of five trials.
4. Demonstrate a correct running long jump three out of five trials.
5. Execute the shot put correctly three out of five trials.
6. Throw a softball correctly for maximum distance.
7. Pass a baton correctly in three out of five trials and relay races.
8. Select and demonstrate mastery of at least one running, one jumping and one throwing event during a track and field activity.

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
1.1 Can the learner use correct sprinting techniques?	Consider teaching sprinting first because learners are usually more motivated to run fast (PEH 307).	
Run for thirty yards as fast as you can straight ahead. Body leans slightly forward. Leg movement is straight forward. Lift knees while running.	Ask the learners to run sprints for medium distances from a standing position. While they are running, focus the learners on specific body parts to improve, the running technique. All body parts must move in coordination to have efficient sprinting. All body parts must be directed in a forward direction - no side to side movement or rotating of the body. Knee lift should be vertical to the ground.	Does the learner run in a straight line? Does the learner have a slight body lean? Does the learner stretch out the stride by lifting the knees?
Swing arms straight back and forth while bent.	The arm swing must move in a forward backward direction while close to the body. Elbows should be bent between a 45 degree and 90 degree angle.	Does the armswing movement show a forward-backward motion?
1.2 Can the learner use correct technique when running beyond "sprint" distances?	Running short distances is different from sprinting. Generally the technique is similar to sprinting. The body is move relaxed and in a more upright position than sprinting.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Run 400 meters maintaining a consistent speed - "pace yourself"? Legs move straight forward. Swing arms comfortably backward and forward.	Learners need assistance in learning how to "pace" themselves. They have tendency to start out fast, slow down, speed up and so forth. The leg and arm swing is similar to sprinting. Knees do not lift as high and arms swing downward, forward and backward.	Does the learner demonstrate the ability to pace oneself when running distances - maintaining a consistent speed? Does the armswing move forward and backward in cadence with the run?
1.3 **Can the learner use correct starting techniques (PEH 307-308)?**	Take time to teach the learners how to start correctly. The start includes the stance and the movement out of the "blocks" until regular sprinting form is obtained.	
Select a comfortable starting stance when in a ready position.	Learners need to select a stance that is comfortable. Teach them how to establish their hand placement correctly and let them experiment with starting line foot position.	
Hands are parallel to the starting line in the ON THE MARK position. Look at or just in front of the starting line. Keep body relaxed.	Hands should be about shoulder width apart. The leg position should feel comfortable. Ask the learners to put one knee on the ground the other knee up with foot on the ground. This up knee will be the drive leg. (Note: only change the foot-knee position if you determine later that the other leg should be the drive leg.) Head should be in a normal position with a relaxed body.	Does the learner in the ON THE MARK position demonstrate... ...correct hand position? ...legs are in a forward/backward stride position? ...a relaxed body?
Raise hips just above the shoulder on SET.	The hips are raised so the body is in a forward lean. The shoulders are slightly in front of the hands. Maintain normal head position and keep it relaxed.	Does the learner demonstrate a forward body lean with shoulder slightly in front of hands and hips slightly above shoulders?

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
On GO, drive out of the blocks hard... ...swing the arms hard. ...lift the knees. Drive out at a low angle.	The starting movement must be in a forward direction. Common mistakes are: standing straight up when starting and; stepping side to side. The body should begin low and gradually rise to normal sprinting position. Leg drive should be forward. The learners can test their sprinting ability by running three to five trials of 50 yard sprints. Time and compare times of various learners. The learners can compete against each other.	Does the learner during the starting action drive out slow and gradually raise the body into a full sprint position? Does the learner drive the arms hard at the start?
2.1 Can the learner run over low hurdles (PEH 311)?	Focus in these experiences should be on hurdle technique and steps between hurdles. Begin teaching hurdling with very low hurdles and gradually increase the height as the learners show more control.	
Hurdle over the ropes laid on the ground. Extend your lead leg as you go over the hurdle.	Practice hurdling over ropes laid on the ground. The learners can each have a rope (jump rope) that they can stretch out on the ground. Modeling hurdling technique will probably be the most effective way to teach hurdling. The learners can practice over a single rope by hurdling over a rope after a short run.	Does the learner demonstrate correct hurdling form: elongated stride? straight lead leg? rotate the trail leg to the side? forward body lean as the body goes over the hurdle? quick return of feet to ground?
Bend the trail leg and rotate the knee outward as you extend the lead leg.	The learners may need to practice the trail leg movement by stepping across the hurdle. Gradually increase to a run as the learners demonstrate correct leg action.	
The body leans forward as the hurdle is cleared.	The body leans naturally while teaching correct leg action. If it does not, teach for it directly. Emphasize the need to stay low over the hurdle and to get the feet back to the ground as quickly as possible so that they can push and run.	

En Route Learnings Learning Experiences		Teach To The Objective	Monitor Learner Progress
	Run over these low hurdles.	Set up three hurdles a foot high 15 to 20 feet apart. Set hurdles apart so the learner can use three or five steps between hurdles. The number of steps should always be the same between hurdles. Adjust the hurdle distance as the learners are practicing the stride steps between hurdles. Gradually move the hurdles to the standard distance.	Does the learner consistently use the same number of steps between the hurdles?
2.2	**Can the learner run a flight of five hurdles?**	Continue to raise the hurdles height gradually as learners gain stride control. The focus in these experiences is on developing a rhythmical/even stride.	Does the learner consistently use the same lead leg and number of steps between hurdles?
	Use the same number of steps between hurdles.	The above considerations will apply to these experiences. During this time, the learner should be ready to develop a smooth running style.	Does the learner demonstrate efficient form and technique while running a flight of hurdles?
	When running, the run should be smooth.	If the learner demonstrates a jumping action rather than a hurdle action, lower the hurdle. The maximum hurdle height should be no more than 32 inches. Set up several rows of hurdles with five flights to each row. The learners can race against each other or against time. Try to match ability levels.	
3.1	**Can the learner execute a correct take off for the standing long jump?**	All learners can practice the standing long jump at the same time. Have a jumping line for each student from which to jump.	
	Jump for distance off both feet from a standing position. Rock back and forth from heel to toe in preparing for the jump.	Model the jumping action as you explain the take off technique. The learners should practice the arm swinging and rocking separately and simultaneously prior to practicing the jump.	Does the learner use a two foot takeoff? Does the learner use a rocking action to prepare for the takeoff? ...does it improve his/her distance?

En Route Learnings Learning Experiences		Teach To The Objective	Monitor Learner Progress
	Swing the arms forward and up hard as you push with your legs.		
3.2	**Can the learner execute correct body control while in the air and on landing?**	Focus on one thing at a time when reinforcing the flight and landing. Sometimes the skills vary from learner to learner.	
	Bring the feet up under the body after takeoff. Extend the legs in front to prepare for landing.	It is natural for the learner to fail to fully extend legs during takeoff while bringing the feet under the body. Monitor to insure correct "in air" orientation (tuck position).	Does the learner bring the feet up under the body during flight? Does the learner extend the legs in front to prepare for landing?
	Land softly without stumbling and thrust the body forward.	The legs are extended in front of the body to prepare for the landing. The learners should land with control--no falling backwards or stumbling forward. The upper body leans forward over the feet during the landing and the arms reach forward. Have the learners take five jumps. Mark the distance beginning with the body part closest to the takeoff point. This is usually the heel of the foot. Record the learner's longest jump and use this as reference for comparing future jumps.	Does the learner land without falling backward?
4.1	**Can the learner perform a correct long jumping pattern from a short slow walk/run?**	There should be a standard long jump pit for safety. However during the early practice trials, learners should begin by walking or taking short runs. In this situation, mark various takoff lines or a level grassy area.	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Use three to five walking steps toward the takeoff line and jump into the air.	First determine the learner's takeoff leg. Then have them practice taking off on that same foot in front of the takeoff point. Learners should start with walking steps and gradually increase speed as control is demonstrated. Maintain about a five step approach until a correct takeoff flight and landing are demonstrated.	Does the learner use the strongest leg for the takeoff?
Use the legs and arms together when jumping.	The takeoff leg plants firmly in a heel-toe position. While other leg comes through naturally. The arms swing forward as the takeoff leg pushes off. The jump should be directed up as well as out (40-45 degree takeoff angle).	Does the learner have a coordinated leg and armswing for maximum distance and height during takeoff?
Reach out with arms and legs while in the air.	The stomach is thrown out at takeoff. The jumper then thrusts the arms forward, extends the legs forward and bends at the waist in preparing for landing.	Does the learner extend out with arms and legs while in the air?
Thrust the body forward during landing.	The body is thrust forward while landing to prevent the jumper from stepping or falling backwards. The momentum of the jump is usually natural.	Does the learner thrust the body forward on the landing to avoid falling backwards?
4.2 **Can the learner perform the running long jump (PEH 315)?**	The learners in this experience are beginning to practice a regular run which flows into the jump. Gradually increase these steps and speed. Maximum number of strides should be between 12 and 18. Use a standard jumping pit for this experience.	
Use the same number of strides each time you approach the takeoff mark. Practice run throughs to discover our starting point.	Consistency in the running approach is important to successful long jumping. Learners should establish a standard starting distance from the takeoff mark. Use "run throughs" to practice the approach run. A run through is when the learner runs through the takeoff mark without jumping. When learners can make four out of five run throughs with the takeoff foot landing on the desired takeoff point, the learners are ready to add the jump.	Does the learner consistently use the same number of steps for the approach run?

En Route Learnings Learning Experiences		Teach To The Objective	Monitor Learner Progress
		A starting point can also be discovered by reversing the practice run. Start with the takoff foot on the takeoff point mark and run toward the desired starting area. Mark a point where the foot lands near the desired starting point. This should be the spot where the learners can begin practicing the run. It is usually necessary for the learners to adjust their starting mark regularly. However, continue providing feedback to assist them in establishing their starting mark as quickly as possible.	
	Establish your own approach speed in performing the running long jump. Practice the running long jump until you can execute two out of three correct/legal jumps.	Running long jumpers do not always use the same speed as they would in a sprint. The learners will need to experiment with their approach speed to determine their most efficient speed. In this experience, the learners are practicing the jump in its real form. Continue to monitor the learners. If they demonstrate a lack of control have them return to an earlier learning experience for more needed practice. Use the same activity ideas for the running jump as suggested for the standing long jump.	Does the learner demonstrate the ability to execute two of three three legal jumps?
5.1	**Can the learner (shot) "put" an object from the front of the ring - "power position"?**	Use a softballs for the learners to practice. The learners can practice in pairs and put it back and forth to each other. This experience will be described for a right handed learner (PEH 312).	
	Stand with the left side of the body next to and facing the scratch line. Hold the softball next to the neck.	The learners are going to practice the release phase first. The ball should be supported by the base of the fingers with the thumb and little finger used to guide the ball. The ball should not fit flat in the hand. There should be space between the palm and the ball. Place the ball underneath the ear next to or just slightly under the jaw.	Does the learner demonstrate correct power position action (Note: Most critical part of learning the shot put. Do not move on without mastering this movement)?

En Route Learnings Learning Expereriences	Teach To The Objective	Monitor Learner Progress
From the front of the ring put the ball with a slow shifting of the body.	Start with the weight on the right foot and crouch slightly. The left leg is basically straight and is used for balance by touching the ring with the toes. The body is rotated at a 180 degree angle as the right shoulder thrusts forward and the arms extend outward. The body weight remains on the right foot.	
Increase the speed of the put action.	However, the right side of the body is now facing the front of the ring. The learners should start off with a slow put action. As control is demonstrated, the learners can gradually increase speed.	
5.2 **Can the learner execute the shot put pattern across the ring (PEH 312)?**	Continue to use the softball. The learners should practice these phases slowly. Gradually increase speed as they demonstrate control. Do not be concerned about distance but rather the form of the put.	
Take one skip step into the bounce position... ...without the ball. ...with the ball.	The learners are toward the back of the ring. The body is basically facing the back of the ring with the weight on the right foot while the body is crouched. The left leg is bent and used for balance and thrust. The learner takes one skip step toward the front of the ring (back of the body leads this action) and shifts/rotates the body to the power position. Continue practicing until the movement can be made smoothly.	Does the learner demonstrate a skip step action from the back of the ring into the power position? Does the learner start with the body facing the back of the ring?
Gradually increase your speed until you can go strong across the ring under control.	Gradually increase their speed across the ring until the learners are generating maximum speed and power to obtain the best distance.	

En Route Learnings Learning Experiences	**Teach To The Objective**	**Monitor Learner Progress**
The put should be made at about a 45 degree angle to get the most distance.	The learners should start concentrating on the angle of the put when body control is obtained. It may be necessary to return to the "power position" experience to focus on the angle of the put.	Does the learner put the ball at a 45 degree angle?
How far can you put the ball in two out of three trials?	Learners can begin testing their put by competing against themselves and others. Record the best put out of three legal trials. Use this score to compare during further track and field activities to demonstrate improvement.	
6.1 **Can the learner throw a softball for distance?**	Learners should have already mastered the overhand throwing pattern. The purpose of this objective is to provide an event that allows for maximum effort, and one that is enjoyable and self-testing.	
Run towards the the throwing line and throw the ball without crossing the line. Get as close to the throwing line as possible.	The learners can take 10 to 12 running steps toward the throwing line, but not crossing the line. Start off using medium speed and throwing force. Increase the speed and force as learners demonstrate control. The learners need to be able to get as close to the throwing line as possible without crossing it.	Does the learner use a running approach correctly to maximize throwing distance? Does the learner in two out of three trials, avoid crossing the throwing line?
Use medium speed and force. Gradually increase your running speed and force.	Learners can test their throwing ability by the distance they can throw the ball. They can compete against themselves at first and then against each other. Record the best legal throw.	
7.1 **Can the learner pass the baton correctly?**	Simple baton passing should be taught. Learners can practice in pairs on straight away runs (PEH 310).	

En Route Learnings Learning Experiences	Teach To The Objective	Monitor Learner Progress
Carry the baton in the left hand when running.	The baton is carried in the left hand. The learner should maintain a normal arm swing until the baton is to be passed. Learners who run with baton extended will decrease their speed.	Does the learner carry the baton in the left hand while running?
7.2 Can the learner receive the baton correctly?	The learners need to practice baton exchange until they can pass the baton at nearly full speed.	
Start the run so you are running at or near full speed when the exchange is made.	The learners need to establish a mark behind them. When the baton runner crosses the mark the lead runner takes off at full speed. The time is such, that the runner with the baton reaches the lead runner as they reach full speed.	Does the learner take off so that maximum running speed is obtained when the exchange is made?
Extend right hand back and look as the baton is placed into your hand.	The lead runner takes off using a sprinter start. After three to four arms swings, extend the right arm back to receive the baton. Learners may choose to look at the exchange or look ahead. The learners should switch the baton from the right hand to the left as soon as they receive the baton.	Does the learner watch the baton being placed in the right hand?
Keep the right hand still during the exchange.		Does the learner keep the right hand still for the exchange?
7.3 Can the learner make the exchange zone?	Mark off an exchange some 30 feet long. The baton must be handed off within this zone.	
Yell "go" when you cross the go mark.		

En Route Learnings Learning Experiences	**Teach To The Objective**	**Monitor Learner Progress**
Start at the back of the exchange zone. When the baton runner crosses the "go" mark, take off in a full sprint.	The learners should establish a "go" mark behind the back exchange zone line. This is basically done by some trial and error. The lead runner takes off when the baton carrier crosses the go mark. The baton carrier may even yell to tell the lead runner when to start. The exchange should be made without the baton runner running up on the lead runner. The actual exchange should be made in the last half of the exchange zone.	Do the learners work together to make the exchange within the the exchange zone? Does the baton runner yell "go" to the lead runner at the correct time? Does the lead runner start at the back of the exchange zone?
	The runners can test themselves by pairing up and running a 100 yard relay - each learner runs 50 yards. The middle of the exchange zone is the 50 yard mark.	Do the learners establish a correct "go" mark?
8.1 **Can the learner select the running event that he or she can perform the best?**	Learners need to assess their own abilities. Provide opportunities for them to test their running abilities in sprints, distance running and hurdling. The learners should be expected to select at least one to perform in a track and field activity. Consideration should also be given to events that the learners are interested in but may not be their best event.	Note: Continue to monitor the learner's progress. Use the monitoring information provided with the specific objectives.
Select at least one running event that you want to perform in the track and field activity.	Provide testing opportunities in a variety of events sprints for example: 50 yard dash, 100 yard dash, 220 yard dash/run, 440 yard dash/run and 60 or 75 yard low hurdles.	
Select at least one jumping event.	For example: standing long jump and running long jump.	
Select at least one throwing event.	For example: Shot put and softball throw for distance.	

Use a track and field meet to culminate the track and field unit.

Consideration:

1. School wide event - all sixth graders/seventh graders/ eighth graders.
2. Individual grade classes.
3. Girls meet.
4. Boys meet.
5. Maintain school records for learner motivation.
6. All learners should participate in at least one running, jumping, and throwing event.
7. All learners should receive an award.
8. Competition can be individual or teams. Teams could be co-ed or non-coed.
9. Incorporate into an Olympics unit with classroom teacher.

WEIGHT TRAINING

Weight training is a very individualized and personal sport. One which promotes self-esteem, confidence, and a sense of security. The physical benefits are lifetime in nature when the learning experience is positive.

The chapter on Weight Training in the Physical Education Handbook (pg. 328-344) is a good one. The chapter will identify and compare the key points associated with Olympic lifting, athletic weight training and body building.

The weight training unit in the curriculum guide is written to give the learner the basic fundamentals in four areas, isotonic exercise, Olympic lifts, power lifts, and body building lifts. To avoid confusion between this curriculum guide and the PEH, certain terms need to be defined. PEH, Athletic weight training and weight training for conditioning are one and the same Pg. 336. Isotonic exercises can be performed with or without weights, (Obj. 1 Curriculum Guide).

Learners will need an environment in which they can develop and feel success. With this in mind, consider the following suggestions:

1. Equipment

   a. Variable Resistance Machines offer a greater number of working stations in a limited space and at a reasonable expense.

   b. Nautilus offers one-on-one station work. It requires a larger size room or space than other types of weight training equipment.

   c. Free Weights offer one-on-one station work and require a large amount of space and a tremendous amount of monitoring. Consider your room size and equipment for the safest results.

2. Consult nearby colleges and universities for demonstration help.

3. Make available adequate time for whatever program you develop. In a standard 50 minute period learners need 30-35 minutes, five days a week. Having adequate space and equipment will provide ample opportunity for active participation, whereas insufficient space, equipment or organization can hamper effective implementation of a program.

Key References

O'Brien, H. and Stone, M. *Weight Training*. Boone, N.C. Appalachian State University, 1988.

Ward, Bob *Weight Training in Physical Education and Sport for the Secondary School*. Reston, VA: AAHPERD, 1983. (Illustrations are excellent).

Grade/Level: Secondary

Concept/Activity: Weight Training I

Objectives: The learner will be able to:
1. Effectively apply three isotonic exercises without the use of weights and explain the purpose of each exercise.
2. Effectively apply three power lifts to a routine and explain the purpose and procedure of each lift.
3. Effectively apply three body building lifts to a routine and explain the purpose and procedure of each lift.

In Route Learnings	Teach To The Objective	Monitor Learner Progress
1.1 **Can the learner execute a pull up demonstrating:** **a. Pronated hand grip.** **b. Supinated hand grip.** **(FfL p. 56-57)** Explain Isotonic Exercise (FfL p.56). Select the grip to be used. Partner should be ready to give assistance if needed. Begin to exercise when both partner and learner are ready.	Explain Isotonic Exercise (FfL p. 50). It is important that learners understand that weights in themself are not always necessary to get strength results, (the pull-up is Isotonic). The pull-up should be taught using both grips. The pronated grip is the most popular and considered the hardest. The learner hangs from the bar with the palms of hands facing away from his body. Feet should be off the ground. It helps to have a partner support the legs to keep them from swaying. The partner may also help by giving a slight boost so that the learner may experience a successful completion. When the partner helps the learner, it is called assistance, and it may come at different times. in trying to complete the exercise. (Example - the learner may have successfully completed four pull-ups but may need assistance on the last one to complete a set of five) this assistance helps by not only completing the number of pull-ups, but also in putting a higher demand on the muscles involved so that when called on the next time they should be a little stronger. The supinated grip is reversed, the palms of your hands face the body. Pull-ups done with a supinated grip are said to be easier because the biceps in the upper arm becomes a working muscle group.	Does the learner demonstrate the ability to execute five pull-ups with assistance? Does the learner demonstrate the ability to execute five pull-ups without assistance?

Grade/Level: Secondary

Concept/Activity: Weight Training I

Objectives: The learner will be able to:

1. Effectively apply three isotonic exercises without the use of weights and explain the purpose of each exercise.
2. Effectively apply three power lifts to a routine and explain the purpose and procedure of each lift.
3. Effectively apply three body building lifts to a routine and explain the purpose and procedure of each lift.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
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En Route Learnings	Teach To The Objective	Monitor Learner Progress
Determine if partner should give assistance. Have the learners experience both grips.	If partner has no success from a dead hang, even with assistance, modify the exercise by having the learner stand (lower the bar or place learner on a platform). The teacher may also have the learner do 1/2 to 3/4 pull-ups by having the learner place his/her body in an oblique position with the feet on the floor and bar at chest level. Do the partial pull-up with many reptitions until enough strength is gained to perform a single pull-up with assistance from a dead hang.	
Discuss the muscle, and body action taking place during the exercise.	Muscle action: In the supinated, palm- up grip, the upper arm moves toward the body in the front-to- back plane. In the pronated, palm-down grip, upper arm moves toward the body in the lateral plane. The elbow joint flexion of the upper arm moves toward the forearm. This is the opposite of the biceps curl, in which the lower arm moves toward the upper arm.	Does the learner demonstrate the ability to execute three sets of five pull-ups without assistance?
Discuss the muscles involved.	Major Muscles Involved: Latissimus Dorsi, Pectoralis Major, Biceps Brachii, Brachialis, Brachioradialis.	
Determine how the exercise can be more efficient.	Pull-ups may also be done with weight added. This makes the exercise harder and adds resistance to the muscles which in turn makes them stronger.	
1.2 **Can the learner execute a push-up selecting the proper position for their individual strength (FfL p.58)?** Assume a modified position and do push ups.	The push-up is also an Isotonic Exercise (FfL p.56). There are basically two positions to do a push-up: the modified, and complete. In the modified push-up, the learner lies face down on the floor, puts his hands a little more than shoulder width apart on the floor. During the body movement the back is straight, the learner should push with the arms and chest and raise the upper body off the floor. After the learner reaches full extension of the arms. He/she should lower himself slowly until the nose touches the floor. Each completion of the up and down movement equals one repetition.	Does the learner demonstrate the ability to execute five modified push-up consecutively? Does the learner demonstrate the ability to lower the body in a controlled position from the height or tip of the push-up position to the floor five times consecutively?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Determine whether you can do a push-up. If so, continue. If not, modify by having learner lower body from top of push-up position to floor. Select the push-up position that is comfortable and which you can do successfully. Discuss the muscle action and muscle involved.	To execute a complete push-up the learner should lift the knees up off the floor leaving only the hands and toes touching the body. The raising and lowering is the same as in the modified push up.	Does the learner demonstrate the ability to execute five consecutive complete push-ups in less than thirty seconds?
Determine how the exercise can be made more efficient.	Push-ups may be made more difficult by elevating the feet or by adding weight to the learner's upper back or shoulder area. Added resistance will cause the muscle to work harder and therefore make the muscle group stronger.	Does the learner demonstrate the ability to execute three sets of five push-ups? ...using more resistance?
1.3 **Can the learner execute a crunch (modified sit-up, curl)** **a. with hands out front.**	The crunch is also on Isotonic exercise (FfL p.56) The crunch has gained its popularity due to some evidence that sit-ups may be harmful for the lower back. The crunch is somewhat like a modified sit-up or bent knee sit-up with the arms folded across the upper body.	Does the learner demonstrate the ability to execute a crunch for 8 to 10 seconds?